DOCUMENT RESUME

ED 105 152 CE 003 418

TITLE	Adult Education and National Development: Concepts and Practices in India.
INSTITUTION	Ministry of Education and Social Welfare, New Delhi (India).
PUB DATE	Jun 74
NOTE	47p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	*Adult Education; Adult Farmer Education; Adult Literacy; Adult Programs; Adult Vocational Education; *Community Development; Community Involvement; *Developing Nations; *Educational Objectives; Foreign Countries; Urban Education
IDENTIFIERS	*India

ABSTRACT

The importance of eradicating adult illiteracy in developing countries as a part of promoting community participation in democracy and in accelerating the rate of national development is treated in the study of adult education in India. Attempts have been made to: link adult education to major developmental and productive activities through programs such as the Farmers Training and Functional Literacy Project to increase agricultural productivity; use mass media to communicate programs and agricultural information; develop library services; develop voluntary organizations to carry out pilot projects and encourage public concern; and initiate adult education in urban areas for industrial workers to promote trade union leadership and provide access to continual training and education. Youth involvement in adult education promotes participation in community development, and adult education in universities integrates both the formal and nonformal education approaches. The period of the Indian Fifth Plan (1974-1979), crucial to the development and reorientation of adult education, demands increased financial allocations, the integration of adult education in the educational system, the entry of nonformal education facilities at all levels of education, the emphasis of mass participation in programs, the development of urban programs, and new programs for the staffing and training of personnel. (JB)

ED105152

Adult Education And National Development

Concepts and Practices in India

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Ministry of Education and Social Welfare
New Delhi
JUNE 1974

CE 003 418

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INTRODUCTION

It is universally acknowledged that education is an essential component of development, that developmental objectives cannot be fully achieved without education, and that education in turn is influenced by developmental processes.

Nevertheless, the inter-relationships between society and education are far more complex than they were assumed to be in the past. The contribution of education to the achievement of socio-economic goals is not easily measurable or identifiable. Nor does education contribute in all circumstances to development. In fact the concept of 'development' itself has undergone a change and several of our traditional views about it are now being questioned.

The old ideas of transferring 'society models' from one part of the world to another, of backward countries 'catching up' with advanced countries, or of 'bridging the gap' between the so-called developing and developed nations—are no longer valid.

In a recent conference on cultural policies, held in Jakarta, representatives of Asian countries declared : ".....that economic development should aim at enrichment of human life by bringing material, spiritual, social and individual values into harmonious balance..... that the achievement of a high level of consumption is not always a guarantee of cultural vitality... ... that the attainment of a humane society is the ultimate objective of all cultural developments..... that the collective self-realisation and the authentic liberation of peoples is the quintessence of the humane society..... that the inner life of man is an essential foundation of the cultural achievements of Asia.....".

In the light of such objectives and orientations, education also needs to be modified and enriched with new goals, so that it may contribute to the self-realisation of peoples, to the liberation of man and opening up of new perspectives. Education in general, and adult education specifically, is now expected to bring millions of young people and adults into the mair stream of the struggle to discover and build the future of nations. This, it seems, is the basic task for adult education in the light of direct and indirect correlations between development and education.

PAST ACHIEVEMENTS

1. Adult Education : A Long Tradition in India

Adult education has had a long history in this country. We had evolved, over the centuries, several interesting forms of non-formal adult education so that an average Indian, who may have been illiterate for lack of access to formal education, was still a man of culture and character. It is true that this non-formal system had its own weakness : it made people excessively tradition-bound, and restricted social mobility. But it also had its own immense strength and vitality which it would be wrong to ignore.

In the last 150 years or so, this tradition was neglected as a result of the over-emphasis that came to be placed on formal education. Nevertheless, some efforts in favour af adult education in its modern meaning had evolved much before Independence. The work was largely confined to adult literacy and provision of libraries as a follow-up. Cultural agencies added a recreational dimension to this programme, though the two streams proceeded side by side as distinct entities. The great day for adult literacy, with which adult education was synonymous at the time, came with the assumption of power in the provinces by the Congress. Mass campaigns were launched, encompassing towns and the countryside. The net result of this movement, however, was not significant. The education system of India continued to emphasise formal and institutional modalities for full-time learners and neglected the need of youth and adults who were outside the formal educational system. This imbalance between formal and non-formal education is now sought to be corrected, and we hope to evolve over the next ten years new forms of adult education more suited to our needs and aspirations which will revive the traditional forms that still have relevance and blend them with new and more powerful techniques of formal and non-formal education, mass media and educational technologies.

2. Adult Education : Broadening of Concept

It was but natural that immediately after independence the problem of mass illiteracy should have been one of the first to attract the attention of Indian planners. The First Five-Year Plan recognised that democracy would not take root in a situation where nearly 80 per cent of the population was illiterate. The Second Five-Year Plan went further and stressed the link between democracy, development and education. It declared that "rapid social and economic progress along democratic lines and wide-spread illiteracy are scarcely compatible with each other".

As early as 1949, a decision was taken to designate 'adult education' as 'social education' because the latter term signified more appropriately the broadened concept of adult education which included civic education, cultural and recreational activities, literacy work, library development, development of folk arts, etc. Social education thus became a comprehensive programme of community uplift through community action. It was, therefore, closely integrated with the programme of community development blocks and extension services. The programmes of social education included community centres, youth clubs, women's organisations, adult literacy centres, farmers' groups, recreation centres, literacy training, etc. The funds for social education were also provided within the community development programmes. The programme achieved a measure of success in several areas and in some sectors. But, on the whole, it did not receive sufficient resources and was not supported by adequate organisational and administrative set-up.

The subject came again into focus when the Education Commission (1964-66) examined the entire spectrum of education in relation to national development and observed that illiteracy was inconsistent with an age of scientific and technological progress and emphasised the need to liquidate illiteracy and to provide facilities for continuing education. The Commission went on to state that conventional methods of hasten-

ing literacy were of poor avail, and if the trend was to be reversed, a massive unorthodox national effort was necessary.

The urgency to liquidate mass illiteracy for achieving developmental goals was also reflected in the Resolution on the National Policy on Education, issued by the Government of India following the Commission's Report :

> "The liquidation of mass illiteracy is necessary not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible. A lead in this direction should come from the industrial undertakings in the public sector. Teachers and students should be actively involved in organising literacy campaigns, specially as part of the social and National Service Programme."

Thus, the conceptual framework of adult education came to reflect two major concerns : the magnitude of illiteracy among adult population, and its effect on the nation's social and economic development.

Some good literacy programmes came to be organised, such as the Gram Shikshan Mohim (Village Education Campaign) in Maharashtra through which several hundreds of villages were made entirely literate at a very low cost through the voluntary effort of the people. But on the whole, approach to the problem of illiteracy was to rely more on extending primary education than on direct literacy campaigns among adults.

Commendable achievement has been registered in this sector. In 1947, only one child out of three in the age-group

6-11 was enrolled and only one out of 11 in the age-group 11-14. At present, 4 out of 5 children in the age-group 6-11 are already in schools and, in the age-group 11-14, two children out of five have been enrolled. By the end of the Fifth Plan, we expect to provide for almost universal education in the age-group 6-11. In the age-group 11-14, universal enrolment is expected to be achieved by the end of the Sixth Plan. To achieve this, it is proposed to adopt vigorous measures such as multiple-entry and part-time education for the age-group 6-14 to ensure that the contribution of primary education to adult literacy would be substantially larger.

At the same time, some major attempts have also been made to further widen the concept of adult education and link it to some of our major developmental and productive activities. Illustrative of these efforts are the agricultural extension services aimed at upgrading the farmers' competence in adopting improved agricultural practices; family planning education which was launched on a country-wide basis for promoting a long-term programme of population education and control; mothers' education in child care, nutrition and family life; programmes for educational development of workers in urban settlements; programmes for the upgrading of skills of the labour force and the building up of management cadre; promotion of a network of rural libraries to provide a channel for distributing reading materials for literates; the use of mass media, particularly the radio and the television for adult education programmes in general and for agricultural and family planning education in particular; the highly organised continuing education programmes of the Indian army for its personnel; and adult education programmes at the university stage, etc.

In all these various fields, a large number of traditional, ongoing or innovative and experimental programmes have been undertaken. The experience gained in them has contribut-

ed materially to the enrichment of the programmes of adult education and has also helped in reshaping and formulating further programmes.

3. Some Significant Adult Education Programmes

India as a geographically vast and socio-economically heterogenous country, has varied experiences in adult and out-of-school education for youth. A few of them could be mentioned since they will probably influence future programming in this area.

(a) The Farmers Training & Functional Literacy Project

This is an inter-ministerial project implemented by the Ministries of Agriculture, Education, and Information and Broadcasting in the selected High Yielding Varieties districts in the country.

The project is based on the concept that there is a direct correlation between physical and human ingredients in agriculture, between inputs and the upgrading of human resources. It is an integrated, multi-faceted approach to the "Green Revolution", the main goal of the scheme being to support and strengthen the basic national objectives : self-sufficiency in food, increase in crop production, and growth of agricultural productivity. It is an attempt—and a first one on such a scale—to put educational activities directly in relation to one of the major development purposes. In that sense, in the field of adult education, this was a real educational innovation. It means that functional literacy is much more than literacy, that it is a method of training for development purposes. It represents a comprehensive non-formal educational programme and an opening to continuing education.

There are three components in the project : *Training of Farmers* (through Farmers Training Centres, demonstration camps, young farmers groups etc.) *Farm Broadcasting* (streng-

thened by farm forums, discussion groups etc.,; and *Functional Literacy Courses* (implemented through a network of 60 groups of farmers in each of about 100 districts all over the country).

An integrated and innovative programme like the Farmers Training and Functional Literacy needs an efficient administrative and coordinating machinery. Recognising this factor, coordinating committees of representatives of the three ministries concerned have been set up at all levels—national, state and district and sometimes even at the block and village levels.

The implementation of this project required new teaching and reading materials : some have already been prepared and published, such as primers for functional literacy groups in the major languages and supplementary reading materials.

Evaluation studies have shown that the Farmers Training and Functional Literacy Project is basically a sound concept, that it receives positive public response ; that it helps in the search for new educational solutions, that it makes a direct impact on learners and that the farmers made functionally literate more readily accept new agricultural practices. This is not to claim unmitigated success. In a programme which demands highly coordinated effort at various levels from the Centre to the village, many financial and administrative problems are bound to arise. The main problems have been (i) the lack of synchronization of effort and methodological approach; (ii) the lack of continuity in the orientation and training programmes for group leaders; (iii) the lack of coordination between targets and the supporting services ; and (iv) inadequate feed-back from experience into the programme.

In spite of these deficiencies, the project is at the present time the largest all-India educational programme for adults. Its results, although partial and far short of targets, have

proved the validity of the programme, although much greater effort should be put into it, more imagination brought to bear on it, and larger human and material investment continuously channeled into it in order to make it reach its full stature.

Based on the achievement and experience gained, the Fifth Plan proposes to (1) extend the functional literacy component to cover a total of 175 districts; (2) reach a target of about 1.3 million farmers to be brought under the programme ; (3) extend the project to areas other than those covered under the High Yielding Variety Programmes such as dry land farming, multiple cropping, and small and marginal farming areas.

(b) Use of Mass-media for Adult Education

Teaching and learning being separate acts, invested in separate persons, communication between teacher and learner have often to take place across distances. Any person, no matter how poor and how remotely situated, or how socially disadvantaged and how educationally unprepared, can be in communication with the teacher, if there is an effective communication system.

Mass media have been assuming an increasingly important role the world over in adult continuing education, in serving the varied needs of the individual for adjustment and fulfilment. Its use in India for direct educational purposes has been limited though progressively increasing.* The media units of the Ministry of Information and Broadcasting undertake programmes which promote adult literacy drives as part of their normal information and publicity effort. The Radio has also been used for experimental purposes in programmes such as the 'Radio Rural Forums' with a good measure of

* The rapid growth in mass media in recent years is shown in the table on page 8.

success. The Farm & Home Units of the All India Radio, broadcast a few programmes of interest to farmers only. Further, talks are frequently held on other topics of interest to adults. Cultural items are also put up frequently. Similarly, television was tried to present programmes of social education in Delhi and is currently being employed for dissemination of agricultural information to farmers of Delhi through a popular programme of "Krishi Darshan" (Agricultural Television) telecast thrice a week for half an hour. A large number of documentary and a few feature films have been produced by governmental and non-governmental agencies generally for pre-literacy and motivational purpose. The experience of using other media like the press and visual aids such as posters and charts for adult literacy and adult education work has been rather limited.

Growth of Different Mass Media

(Refer Page 7)*

S. No.	*Different Mass Media*	*1960*	*1970*	*Percentage growth 1960-70*
1.	Newspaper & Periodicals	8,026	11,036	37.5
2.	Broadcast Receiver Licenses (Radio)	21,42,754	118,36,653	452.4
3.	T.V.	*250	24,833	9833.2
4.	Feature films	324	396	22.2
5.	Censure certified short films	628	1,227	95.3
6.	Documentary newsreels	639	1,146	79.3
7.	Short films	504	1,199	137.8
8.	Feature films (Children)	8	70	775.0

* Figures relate to 1971.

Some lessons which could be drawn in regard to the use of modern media are:

(i) The mass media have to be supported by a local leader who has capacity to assimilate the information, vivify it for the listening group and conduct a discussion on it.

(ii) The radio and T.V. lessons should also be printed and sent to the group to assist retention and reference.

(iii) The radio and T.V. should have arrangements for receiving and answering questions which may arise out of their lessons.

(iv) The group should meet regularly so that the link is not broken.

(v) The timing of the broadcasts and telecasts must be suited to local conditions. So should their subjects, which should be explained in terms of the local situation.

(vi) The media should be controlled by the State. Otherwise the net result will be exploitatioa rather than education of the adults either through cheap entertainment or false advertisements which will elbow out the educational programmes.

In the coming years, satellite communicatic n will become one of the most important factors in Indian society in general and education in particular. Perhaps the most important question before the educator is whether we would be able to use this media for worthwhile progress of education and technology development. It is imperative that the revolutionary potential of satellite communication is fully understood and used wisely and effectively for educational purposes.

While planning for the use of satellite communication system for adult education, one may have to consider staffing in respect of (i) the programme, including persons responsible for selection of programmes, persons who will direct the programme and persons who will appear in them; (ii) the organisers of the tele-clubs and those responsible for making other listening arrangements, including members of Panchayat, school teachers, factory management etc.; (iii) technicians, right from those responsible for telecasting up to the repairers; and (iv) government functionaries at all levels concerned with the use of this communication media.

(c) Development of Library Services

As a necessary support to the programme of adult education vigorous efforts are needed for development of library services. An important step in this direction has been the enactment of public library legislation in four States, namely Tamil Nadu, Andhra Pradesh, Maharashtra and Mysore. Other States, which at present have comprehensive grant-in-aid rules for establishing such libraries at different levels, are also contemplating to enact public library legislation, largely on the lines of the model Bill for Public Library Acts drawn up by the Working Group on Libraries appointed by the Planning Commission.

A recent development in the field of library services is the setting up of the Raja Rammohun Roy Library Foundation. The main objective of the Foundation is to strengthen and promote establishment of a country-wide net-work of libraries through which it will be possible to carry to all sections of the people, new information, new ideas, and new knowledge. The Foundation which came into existence in May 1972 has in its first phase taken up the programme of strengthening district libraries, including those at the Nehru Youth Centres. The total number of libraries being assisted is about 500.

(d) Contribution of Voluntary Organisations to Adult Education

Prior to Independence, voluntary organisations were practically the only agency in this field, and the dedication of their workers achieved appreciable results against avy odds. After Independence and with the advent of planning, it became a definite governmental policy to encourage voluntary organisations playing an even larger role in this area, and encourage support to those organisations which have their root among the masses and are motivated by genuine public concern. These organisations have a special role in carrying out pilot projects, research and investigation; in literature production; in working with special groups where a high degree of dedication is called for; and in establishing liaison with the people and mobilising local support. The special need of such organisations is to build their dedicated workers into technically competent people. They also need assistance in project formulation and evaluation.

(e) Adult Education in Urban Areas

Although the rural population and its social, economic and educational needs are dominant for adult education, the urban population in a country like India is by no means small. In fact, India's predominantly rural character conceals a rapidly accelerating growth[1] of dimensions as have led urban India alone to be ranked "among the biggest countries of the world"[2]

1. "The 1971 Census has once again highlighted the growing phenomenon of urbanisation as an inescapable feature of a developing economy. During the decade 1961-1971, whilst the overall population grew by 24.99 per cent, the urban population increased by 38 per cent. The increase of towns with a population of 1 lakh and above was 49 per cent. During the four decades 1931-71, the urban population in such towns has increased six-fold, namely, from 9.5 million in 1931 to 57 million in 1971 and with a corresponding increase in the number of towns from 35 to 842"—*Draft Fifth Five-Year Plan*, Government of India, Planning Commission, 1974-79
2. Bose, Ashish, *Studies in India's Urbanisation 1901-1971*, Institute of Economic Growth, New Delhi, 1973, Tata McGraw Hill Publishing Company Ltd., Delhi p. 18

Greater Calcutta, if its municipal boundaries are more realistically drawn, is as big as New York or Tokyo. Apart from their size, the urban areas command attention by virtue of their being the seat of economic and political power as also of concentrated poverty and squalor, with their volcanic possiblities.

Therefore, another area where we have built up some experience is the education of industrial workers. With increasing industrialisation, need was felt for educating industrial workers about their roles and responsibilities in society, industry and their unions so that genuine trade union leadership could emerge from among themselves. For this purpose, the Ministry of Labour set up a Central Board of Workers' Education in 1956, which has been organising training of education officers, trade union officials and worker-teachers, and holding classes for the rank and file of workers. The Board has trained over 1.7 million workers from over 5,000 enterprises. These courses have generated a general consciousness in the working class and added to their understanding of the trade union movement. The reaction of the employers and union leaders has been mixed as was to be expected. While some have appreciated the programme and cooperated with the government, others have vehemently opposed it—trade union leaders, who see in it a potential threat to their leadership, and the employers, who feel that the worker becomes extra conscious of his rights.

The Ministry of Education, side by side, carried on an experiment of broad-based social education of the workers with the object of stimulating a desire for knowledge in the working class, providing facilities for general education, arousing a sense of social and civic responsibility and providing wholesome reaction. The institutions were set up for the purpose —one at Indore in 1960 and another at Nagpur in 1968— which were evaluated in 1970. The main lesson was that these institutes should base their programme on clear identification

of the needs of the workers and should also cater to the needs of other than industrial workers.

Other experiments in this direction were the opening of Centres—variously known as Social Education Centres, Community Centres, and Labour Welfare Centres—in urban or industrial complexes. These centres were expected to provide a wide spectrum of activities of educational, cultural and recreational nature for men, women and even children. Adult education including literacy, libraries, reading rooms and craft classes was to be basic component of the programme. In actual practice, however, their main emphasis very often remained only on cultural and recreational activities.

(f) Polyvalent Adult Education Centres (urban based)

Out of these various experiments has emerged what is being known as the "Polyvalent approach" and the "Polyvalent Centre", which seems to hold considerable promise. The polyvalent centre is based on the principle that the adult worker should have continuing access to education and training throughout his working life ; that persons should be accepted at the educational level they are, and taken to the level they can possibly reach ; that this education should be functional, integrated and tailor-made to meet each individual's specific needs ; and that the programme should be need-based and problem oriented. The centre is primarily intended for working adults in urban and industrial areas.

The problems existing in urban areas and raised by urbanisation are legion. Those whose solution can be assisted through adult education efforts are broadly five : economic ; health, nutrition and family planning ; citizenship training ; recreation ; and those pertaining to education and culture.

The economic problem pertains to the provision of guidance services and training and placement facilities for

those wanting to enter employment, change their jobs or improve their job performance. These services are needed at all levels—from the lowest job sought by a migrant slum dweller to the additional competence sought by those in the senior-most positions. The need for such services is heightened by the large number of jobs available in the urban areas and the need to bring together the prospective employers and employees, the desire for lateral and vertical mobility of the labour force, the rapidity of changes in technology and the need for frequent adjustment to it etc.

As regards health and family planning, the problem relates to the proper use of very inadequate community services provided ; quick and informed response to the hazards to the health of the community in the form of outbreaks of epidemics, selling of uncovered foods etc. ; knowledge of the nutritional value of different articles so that a balanced diet table could be constructed with a tight family budget ; knowledge of family planning ; awareness of the value of regular habits and exercise ; and knowledge of the supreme importance of and use of open spaces, which are the lungs of the cities.

The problems relating to civic training are very arduous and yet very essential. If closely packed human beings cannot live as a community and are not aware of and do not work for their common interests, they can only explode. As Bulsara[1] says, "the immigrants to the city come with their class, caste, language and religion-wise aggregation" or segregation, and "there is no effort at the city to enlighten" them in the ways of adjustment to the urban way of life and integration or assimilation into the civic community". It is this absence of community life and community sense in the cities with their size, their speed, their heterogeneity, their vast inequalities, their temptations and exploitation that breed violence and crime, and

1. Bulsara, J.F. *Problems of Rapid Urbanisation in India* ; Popular Prakashan, Bombay, 1964, p. 128.

make the cities not only the seats of economic and political power but also the potential spots of volcanic eruption.

As regards recreation, the majority of the theatres, cinemas, clubs, games and sports etc. are beyond the means of the average citizen. And yet the pressure of his life badly needs such outlets and relief.

The need for non-formal educational facilities outside the regular educational system is therefore an urgent necessity for urban citizens and workers, for people wanting to improve prospects, satisfy and diversify their interests, utilise their leisure profitably. One of the educational institutions aiming at the satisfaction of these educational needs is the polyvalent adult education centre (Shramik Vidyapeeth).

The first such polyvalent centre[1] was set up in the city of Bombay. The centre concentrates its energies and resources on helping those who are economically and educationally underprivileged. The educational and training programmes are diversified,[2] and are drawn up on the basis of the specific needs of particular groups of working adults as identified through a survey. These are held at a time and place convenient to learners ; and conducted in the language of the learners, whose background education should not be a handicap in taking advantage of this type of action-oriented and practical education. The curriculum includes a wide range of related subjects,

1. The term 'Polyvalent Adult Education' is used to indicate a multifaceted approach to adult education and the 'polyvalent adult education centre' is intended as an organisational structure distinctly for adult education purposes to provide a variety of "need-based" courses for the working population.

2. The range of courses offered is very wide from courses for effective supervision and management to quality control training; from courses for maintenance of departmental workers to auto-loom weaving ; from mechanical draftsmen to courses for cobblers ; from courses for boiler attendants to home nursing ; from conversational and functional English to training of office helpers ; from citizenship training courses to training for secretarial services, etc.

presented in an inter-disciplinary way, and aimed at the integrated development of the learner.

The Centre has been able to secure the support of industries, workers, and trade unions, who have provided material support as well as the use of machines and equipment for teaching-learning purposes. It works as an autonomous organisation with financial assistance from the Ministry of Education, Government of India, and technical guidance from the Directorate of Adult Education. It is managed by a committee of members representing industrial undertakings, education, business enterprises, municipal corporation, adult education agencies etc. In addition to a nucleus of full time academic and administrative staff, it draws from the part-time services of competent persons from various fields according to the requirements of each course. The expenditure on buildings and equipment for the Centre has been kept to the minimum. The courses are organised at different places, such as factory premises, school buildings, community centres, welfare centres, trade union buildings and other places which are made available on rent free basis.

The programme was evaluated after a year of its inception. In spite of the difficulties which a new approach of this type was bound to encounter in the beginning, the evaluation report said that the experiment had met with moderate success in achieving its aims. The report also suggested ways by which the centre could increase its effectiveness. These were to involve the workers' organisations and employers more effectively by taking up courses at their initiative; by drawing up the content in consultation with them ; draw up programmes after a very careful assessment of the felt needs of the participants ; and ensure that while the integrated character of the approach to the needs of the individual and the group might be maintained, the mixture of the felt need and the other needs to be met should be judicious so that the focus of the felt needs was not disturbed. The Centre has tried to improve its programme both qualitatively and quantitatively, There has

been general appreciation of these courses as shown by the great demand for repeating the courses or developing new ones, since the courses directly contribute to increased efficiency and better wages. The generated interest has led the Government to decide to have a network of such centres established in various cities and industrial towns in the country during the Fifth Five Year Plan.

(g) Youth Involvement in Adult Education

There are two basic aspects of youth involvement in socio-educational activities : participation of youth in various constructive and developmental programmes ; and the organisation of activities for youth and by youth.

The first aspect is mainly taken care by the National Service Scheme meant for under-graduate students in universities and colleges. The members of the National Service Scheme participate in various constructive and developmental programmes and there is an increasing emphasis on the role of these students in the promotion of adult education programmes. This will be further strengthened in the coming years as it is strongly felt that every young man and woman who has had the privilege and fortune to receive the advantages of higher education should be required to make a certain number of adults literate and informed.

The second aspect is built around Nehru Yuvak Kendras, a programme that has come up in recent years in response to an increasing concern over the needs of non-student youth, hitherto largely neglected.

These centres have been established in 94 districts in the country and it is hoped that as the programme develops, every district in the country would be served by a youth centre. The primary objective of the centres is to organise various youth activities *for* the youth and *by* the youth. They attempt to offer

facilities for non-formal education for non-student youth as most of them have been deprived of formal education ; to facilitate the attainment of some of the basic youth needs ; and to give youth opportunities to participate in and to contribute to community development.

A typical Nehru Yuvak Kendra normally organises its activities in five major areas :

(i) *programme of non formal education* for illiterate and semi-literate youth, for "drop-outs" ; for out-of-school youth, for youngsters growing up and becoming voters ; for young wives and future mothers ; for youth whose knowledge becomes obsolete in various fields ; programmes of science education and for strengthening the scientific spirit ; programmes of civic education ; etc.

(ii) *employment facilities, and promotion of self-generating employment* in cooperation with appropriate services , preparation of youth for existing jobs ; training of unemployed youth and job seekers ; retraining of educated youth whose skills are not relevant ; identification of new employment facilities or of self-generating employment etc.

(iii) *social voluntary services by the youth to the community*. youth service schemes or voluntary youth work in various fields ; water supply and relief works ; anti-famine action ; vaccination ; sanitation measures ; irrigation ; pump repair ; road building ; adult education and literacy ; information to farmers etc.

(iv) *entertainment and leisure activities*. cultural and artistic programmes ; youth participation in performing arts, theatres, singing, dances, music etc. ;

acquaintance with cultural achievements and values in different parts of the country, conducive to promote national integration ; search for and support to talent for folk arts and craft work; development of competitive sports and games ; promotion of physical education, mountaineering, camping etc.

(v) *youth participation in community life.* youth involvement in community problems, activities and search of solutions ; youth participation in the decision-making process ; involvement of youth representatives in managing their own affairs, their educational and recreational facilities, their welfare services, as well as in managing some larger community services ; development of the civic sense and the sense of responsibility ; etc.

These five areas are neither exhaustive nor exclusive, nor are they all organised in each Kendra. As the Kendras work among the youth of the community around, it is likely that new needs will be expressed for which new programmes will have to be devised.

It is too early to evaluate either the activities or the impact of Nehru Yuvak Kendras. But it is obvious that their programmes fit into the general framework of the new approach to educational endeavour, and that for its effectiveness, the programme content should be relevant to the community and should lead to democratisation of educational opportunities and attainments.

(h) Adult Education in Universities

With assistance from the University Grants Commission on a sharing basis, Departments of Adult and Continuing Education have been established during the last three years in selected universities. Eight universities have initiated the pro-

grammes already. This programme will be enlarged in the coming years.

The objective of this scheme is to assist the national literacy programmes by providing training courses for instructors, organising demonstration and functional literacy programmes; extending the benefits of intellectual leadership and facilities for continuing education to the community around; enabling the individual adult to fill the gaps in his intellectual and professional equipment by providing credit and non-credit courses in semi-professional and professional fields; providing opportunities for updating the knowledge and competence of professional and specialised personnel assisting in the cultural and intellectual enrichment of community life; and undertaking studies and research in adult education with a view to developing it into a discipline in the universities.

Programmes to achieve these objectives are taken up by the Departments after preliminary survey of the needs of the community around the universities. Training and orientation programmes of short and long-term durations are organised. Departments also take up the production of necessary literature.

The Indian University Association for Continuing Education has been recently set up to provide a forum for the exchange of experiences and to generally stimulate larger interest among the universities.

These are some of the recent trends in practices and experiments which attempt :

— to correlate developmental objectives with educational practices;

— to put adult education in a position where it can contribute effectively to the achievement of socio-economic goals;

— to integrate the formal and the non-formal educational approaches;

— to reach out to a larger section of adults through educational programmes especially to the deprived groups of the population;

— to contribute to the equalisation of educational opportunities;

— to make the educational content more relevant to the learner's environment;

— to maximise the individual's freedom, initiative and participation in the learning process;

— and to relate education to individual and collective development.

From the broader perspective, these also constitute concrete steps towards continuing education as a major parameter of future educational policies.

A LOOK AHEAD

Education is the process through which human beings acquire understanding and mastery over the environment. It is a necessity though perhaps not a compulsory condition for civilised human existence. In relatively static societies, it was possible to impart all the needed skills, knowledge and attitudes through education over a fixed period of time. Traditionally this was how education was envisaged both in the East and the West—a period of education followed by a period of work. In modern times, however, with the dynamic changes that constantly occur in society and the continuing increase in knowledge, no education given is adequate for all time. Human beings have to be constantly renewing themselves through educational processes. The concept of life-long education has been developed mainly to meet these requirements. This concept has, however, acquired a new dimension and new urgency owing to the many new problems now facing the world. Life-long education (which emphasises adult education) is now the main answer which mankind has at its disposal to meet the new challenges before it. It is in that light that we have to look ahead at the development, of both concepts and practices, in the large area of adult education.

1. Adult Education : Some New Dimensions

Adult education has a very important role to play in modern societies. Educational workers in general and adult educators in particular, have to take notice of a number of very important and major developments which are influencing the pattern of their work. Adult education has to make important contributions to the solution of present challenges like : the

increase in productivity and efficiency, as one of main pre-conditions for development; provision of greater employment opportunities and removal of poverty; the problem of inadequate food supply in the face of increasing world population; the problem of inadequate energy and mineral resources in relation to the requirements of mankind; the pollution and destruction of human environment, sometimes deliberately and more often unintentionally. The growth of modern science has introduced in our lives the use of equipment requiring continuous acquisition of more information and knowledge about them, their upkeep and simple repairs. The ever rising flood of new knowledge brings in new concepts so that whatever one has learnt in school and college in one's childhood and youth, gets quickly outdated, and needs to be replenished. Events like the 'Green Revolution', or the High Yielding Crop Production Programme, required new knowledge, know-how and modified attitudes of millions of farmers. Advances in technological and specialised skills have brought in new techniques of production and management and have created new types of jobs; and what is more important, these developments have changed the nature of old jobs necessitating continuous need for training and retraining. The breakdown of traditions and customs has resulted in lack of understanding and conflict between the outlook of the old and the new generations. Acceptance of parliamentary democracy and democratisation of cultural life have involved the common man in the deliberative and decision-making processes. There is a large scale movement of population all over the world from rural to urban areas, from region to region, and from country to country; in all such cases, the social, emotional and economic adjustment will be easier if the mobile citizen came to the new environment intellectually and mentally prepared to learn new ways of living, thought and practice. The ideals, objectives and goals which people and governments strive to achieve get directly reflected in the ways in which information, education and train-

ing are transmitted to innumerable adults—men and women, workers and farmers, literates or illiterates, young and old, school drop-outs or those out of school. These are some of the major considerations which have added new dimensions to the role of adult education.

2. Conceptual and Operational Consequences for Adult Education

We are now entering the period of the Fifth Plan (1974-79) which is crucial for the country's development, important for the further rethinking and reorientation of the education system in general, and for better conceptualisation and development of adult education in particular. The framework for all this rethinking has been set by the planners as follows :

> "Removal of poverty and attainment of self-reliance are the two major objectives that the country has set out to accomplish in the Fifth Plan. As necessary corollaries, they require growth, better distribution of incomes, and a very significant step-up in the domestic rate of saving ..... The pattern of production must lay emphasis on food and other articles of mass consumption. There must be massive employment generation..... It is also essential with a view to maximising the efficiency and productivity of vast numbers as well as to improve the quality of their life. It is necessary to establish liaison between the concerned authorities in industry and agriculture on the one hand, and those who run the educational establishments on the other..... Policies designed to improve distribution of income must include measures which lead to a better distribution of material property, especially land, improve substantially earning from labour through providing extensive opportunities for gainful work, and facilitate the process of formation of human capital especially in the deprived sections of our

society through equitable sharing of public goods such as education and health."

There are two main issues in this context : (1) what are major trends in our educational practices and orientations, which augur well for adult education in the future ? and (2) what conceptual consequences for adult education flow from these objectives ?

First of all, there is a substantial increase in financial allocations for educational activities outside the formal system. While the Fifth Five-Year Plan is providing large additional amounts for all educational areas, an increase of nearly 400 per cent has been provided for the areas of adult education, as compared to the Fourth Plan. Although in absolute terms, this is still modest, the increase shows that at the policy making levels, there is a growing concern about providing educational facilities for out-of-school youth and for adults. It goes without saying that we have to ensure the efficient use of these financial allocations.

Secondly, there is a noticeable change in the traditional attitudes towards the relative roles of governmental and non-governmental agencies in education. Too long has the system suffered from a rigid division of responsibilities, which held that government's domain of operation was mainly in the area of formal education, while non-governmental voluntary organisations have to make the bulk of the effort for out-of-school education, notably for adults. But now it is being increasingly realised, especially among policy makers and educationists that adult education can no longer be kept isolated from the general stream of education either in content and philosophy or in the agency implementing it. For, adult education in its fullest meaning of life-long and continuing education has become so varied and complex that it needs to be developed by all those who can make some contribution. Unless all organisations,

institutions and agencies, which are concerned with and have the responsibility in some form for adult education, join forces, the task of adult education cannot be organised comprehensively and successfully. Various government departments, developmental and employment agencies, farmers' associations, schools and universities, employers and employees, trade unions and clubs, all have to lend a hand in this effort. The big task ahead of us is, therefore, to mobilise and coordinate all potential agencies and resources in this programme.

Thirdly, the concept of the educational system is itself undergoing a major, if subtle, change. As in many countries, the educational system in India was hitherto almost exclusively designed for instruction in full-time institutions served by professional teachers, open only to those who could afford the leisure and money to devote one part of their lives exclusively to institutionalised education. It totally ignored the vast majority of the population which could not take advantage of the system under these terms, and had no alternative service available. It was inevitable, in these circumstances, that educational institutions moved more and more away from community contact, that educational content by and large lost relevance to collective and individual needs, and that the working population had little chance of combining work and continuing education. As the Special Committee which recently studied this problem observed : "The present educational system in the country is broadly a single-point entry, sequential, full-time system of institutional instruction. It is essential to transform it into a new system in which there would be opportunities for multiple lateral entries at several points and in which all the three channels of instruction—full-time, part-time and self-study would be integrated in an appropriate fashion and would have equal status." This means a big change, and if realised, will signify a major metamorphosis in our educational enterprise. In other words, non-formal education will receive a

recognised status in the whole system of education and become integrated with formal ways of learning. Opportunities for non-formal education will be offered to learners of all ages at all stages. If achieved, this important change will be ushered into the very matrix of the educational system, and should serve the educational needs of the working population, in general, and the weaker sections in particular. This deeply affects the whole area of adult education but in fact goes much beyond that. The first steps have been taken to build into the Fifth Five-Year Plan, non-formal educational facilities at all stages : at the *elementary stage*, through multiple entry and part-time programmes; *for out-of-school youth*, non-formal programmes for the age-group 15-25; *at the secondary stage*, part-time classes in secondary schools for those who are already working, examination facilities for private candidates and correspondence courses; *at the university level :* the establishment of an Open University at the national level, and provision of facilities for correspondence education in at least one university in each State; *for adults*, a variety of non-formal programmes, according to their needs. The acceptance of these concepts, and the provision of a legitimate place for them in the national system, is a major departure from the traditional approach, which had, any way, proved out of step with our changed needs and circumstances.

Fourthly, since in the context of a democratic political order, a programme of social, economic and cultural development can be based only on the active participation of an informed people—emphnsis has to be placed on programmes with a mass approach. The biggest and most innovative of these programmes is the one aiming at non-formal education of about ten million young people combined with their social involvement and participation in the community life and work. Although out-of-school education facilities should cover youth and adults irrespective of age, constraint of resources compel us

to make certain hard choices. It has, therefore, been decided to concentrate our immediate efforts on the age-group 15 to 25 for several reasons : the size of this age-group is itself substantial, being about 90 million or about 17 per cent of the total population, out of which more than half, i.e., about 47.6 million are totally illiterate[1], a large part of this group has to be prepared for employment, wider social participation, for work with improved technologies, for new agricultural practices, larger civic participation, increased family responsibilities etc.; it is this group which is largely deprived and neglected but which is also most alert, inquisitive, impressionable and capable of being inspired by ideas and ideals of service and commitment. In that respect it should be particularly underlined that a plan which attempts to cover a very large youth population has to improvise special staffing arrangements. What seems almost inescapable is to motivate and use the young people who have

1. Size of the 15-25 age-group vis-a-vis total population :

(Figures in thousands)

Classification	*Total*	*Male*	*Female*	*Rural*	*Urban*
Population in the age-group 15-25	90,598	46,689	43,909	69,156	21,442
Total population	545,495	382,422	263,731	436,892	108,603

Thus, this age-group comprises nearly one-sixth of the total population. As we know from experience, enrolment of a child in elementary school does not signify much unless the system can hold him until a certain stage of attainment. As of now, more children drop out on the way, than reach the end of primary school. Therefore, further analysis of this age-group reveals that about 47 million are illiterate and 20 million semi-literate. This includes the category who may be able to identify simple written words but cannot use their literacy in any fruitful manner and, therefore, have been treated as illiterate. The next category is of the drop-outs, being 28 per cent. This includes drop-outs who did not complete primary education as well as those who pursued post-primary education but did not complete their education. Finally, there is the category of pupils in schools, being 12 per cent (all types of formal educational institutions).

completed education upto a reasonable level of education and who can be called upon to serve as 'peer-groups' in an educational programme for their own age-groups. The concept of a peer-group needs to be understood. In one of his adresses, Julius K. Nyerere, President of Tanzania, said : "But as well as being student, we all have to be willing to be teachers. We have to be willing to teach whatever skills we have by whatever methods we can—by demonstration and example, by discussion, by answering questions, or by formal class-room work. If we all play our part, both as students and teachers, we shall really make some progress. I would like to remind you of the promise of TANU members, I shall educate myself to the best of my ability and use my education for the benefit of all."

An effort to convey the educational message to this vast age-group will call for extra-ordinary measures. Most of the educated persons in this age-group may have to work as volunteers. Broadly speaking, categories of persons who will be directly involved in this programme will be : (a) the educated youth who will serve as peer-group, including NSS volunteers, Shanti Sena organisers, members of Yuvak Mandals etc. ; (b) persons whose full-time responsibility is to work among the youth, including Nehru Yuvak Kendras, NSS Coordinators etc. ; (c) technical and other experts who will take care of the content of the educational programme including those who will organise agricultural polytechnics, grameen vidyapeeths, etc. ; (d) leadership group who will work in a voluntary capacity, such as those drawn from the Panchayati Raj institutions, political parties, retired civil or military services personnel and others ; (e) administrative functionaries at the Panchayat, block, district, State and Central levels. Only with such a large moblisation of resources could an ambitious and innovative programme of this magnitude be impelemented.

Fifthly, adult education should be a built-in "component" in various development schemes in the rural areas. The success

and impact of many development schemes depend on the level of involvement of human resources, of those who are both the agents and the beneficiaries of these projects. As the Fifth Plan says: "Past experience in the field of social education needs to be combined into an effective strategy which should optimise the use of available resources, mobilise community support and develop and exploit fully the potentialities of adult education for economic and social development. For this purpose adult education should be linked effectively with key national tasks like elementary education, health and family planning, agricultural extension, corporation etc." "It is proposed", the Plan goes on to say, "to integrate adult education with all development programmes where large masses are invloved as producers or beneficiaries, the agencies concerned should be responsible for organising adult education programme for their clientele." The Education Department will be assisting them by producing literature suitable for neo-literates. The adults will be motivated by linking adult education effectively, with their activities and interests. Various occupational and interest groups will be identified, "which are large and cohesive enough to allow for the organisation of a well-focussed programme of literature production." Therefore, several major developmental projects will make provisions for man-power training and functional literacy. In other words, it is an effort to find a correlation between economic and social objectives, and educational inputs. What it means in practical terms is that an educational "component" is integrated with developmental schemes. Such a functional approach is not only required for the economic and production-oriented programmes of agricultural and rural development but would certainly be beneficial to employment schemes, family life development, family planning, sanitation, irrigation and water use, cooperative building, child care, cultural development, social promotion, civic participation, etc. A start has already been made to try out the same principle in certain areas. Educational "components" have been built into programmes of

child care, family life and family planning, as well as in several employment schemes. Step by step we are moving closer to the view that mere literacy (that is, the knowledge of 3 R's) is not enough. Unless the programme of literacy or adult education is integrated effectively with the plans of economic development, the aim of removing poverty will not succeed. All programmes of development should have at least a small portion of their financial provision earmarked for training in skills and literacy. In other words, adult education and adult literacy programmes will be diversified in their nature, linked with environmental needs, developed round the interests of potential clientele groups, differentiated in content and methods, and selective in approach. As will be evident, these programmes will represent an important element of a many-sided educational strategy.

Finally, adult education and adult literacy programmes would need to be developed for urban areas as well. Although the great majority of the Indian population lives, and will for a long time to come continue to live in rural areas, the size of the urban and suburban population, as well as the perspectives and problems stemming from urbanisation also deserve attention from the point of view of education, training and civic participation of urban adults. The current neglect of adult literacy and adult education in cities, towns, factories, industrial areas, slums etc., should be corrected early.

These are some of the major innovations in the Indian educational scene. One thing is obvious : adult education in this widened perspective is an uncharted sea. It is a field where many innovations will have to be tested, evaluated and tested yet again, as we go along. What is of crucial importance to any measure of success in this effort is a spirit of intense dedication, courage to adopt unorthodox methods, flexibility and vision.

Educational Needs and Motivation

At the core of any change lies the individual and for any

effective progress, the individual needs to be changed. Education aims precisely to do this job, and adult education attempts to do this particularly for those groups of adults who have not had the benefit of formal schooling or for those who had such benefits but still require education to meet the needs of changing society. The task of adult education in the context of national development is, therefore, to devise an adequate and effective system of non-formal education to induce the requisite behavioural change.

There are some, however, who are of the opinion that in view of the availability of modern audio-visual and other media for providing information, it would be sufficient for example— to provide the basic facilities to the farmers such as, water, power, fertilizers, seeds, etc. and literacy and adult education are only marginal inputs in terms of increasing agricultural production. Such a view can prove to be extremely short-sighted. There is no doubt, that there are in every community a certain percentage of progressive and educated farmers who adopt innovative practices rather readily. But if substantial increases in agricultural production are required, it would be necessary to ensure that all farmers participate in development and not only the limited number of progressive and educated farmers. In order to reach the large masses of people who are illiterate or semi-literate, an effective programme of adult education linked to the requirements of farmers is a necessary part of any strategy for increased agricultural production. The educational input is as important as other inputs and in many ways even more significant from the long term point of view. For example, fertilizers, might be in short supply, rains might fail, agricultural research might not produce suitable new varieties, but once the farmers have been 'educated' in the true sense of the word, they would be able to meet the challenge that arise from such difficult situations. If our goal is to make farming community self-reliant and self-sufficient i. e. capable of meeting

any eventuality without detriment to agricultural production, we have no option but to make use of adult education in a more effective manner than hitherto.

An ex-post facto study[1] of the impact of the Farmers Functional Literacy programme, undertaken in the distrct of Lucknow in 1970, has conclusively established the utility of the functional literacy programme in contributing to agricultural production. Three batches of farmers who had gone through the functional literacy programme were studied in comparison with the control group of farmers, who were similarly situated in all other respects, but did not have the benefit of the functional literacy programme.

The study has established not only the utility of the functional literacy programme but it has also shown us the process by which functional literacy becomes useful. It has also confirmed the assumption that the investments made in farmers training, agricultural extension, radio broadcasting and other measures can lead to greater results provided the farmers are made functionally literate. It has shown that adoption of improved practices is not a mere matter of technical competence or availability of facilities and resources. It requires basically an attitude of mind; a desire on the part of the farmer to improve his production and to add to his own welfare and to that of his community. There is enough emperical evidence (apart from logical premises) which conclusively establishes that returns of investment in agriculture could be increased many-fold provided there is an adequate programme of fuctional literacy and non-formal education.

Family planning is yet another area where evaluative studies have established the importance of iiteracy and education.

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1. *Farmers Training and Functional Literacy - A Pilot Evaluation Study*. 1972, Directorate of Adult Education, New Delhi.

In correlating disapproval of birth control measures by educational level[1] the "All India Survey Report on Family Planning Practices in India" by the Operations Research Group, Baroda (1971) confirms that level of family planning at each educational level of husband when the wife was illiterate, was almost identical to the practices at the corresponding educational level of wives when the husband was illiterate. Further, the study observed that when both spouses were educated the practice of family planning was more than what would be expected by mathematical addition of the level of practices corresponding to their educational levels. For example, when the husband had a primary level of education, the family planning practices increased by 5.7 per cent as compared to when the wife was illiterate. Similarly, the family planning practices increased by 4.6 per cent when the wife had gone to the primary school as compared to when she was illiterate. When both husband and wife had been to primary school one would expect that the family planning practices would increase 5.7+4.6 or 10.3 per cent as compared to when both are illiterate. For those preparing to invest sizeable sums of money on family planning programmes, the implication of the conclusion should be obvious; it would be well worth their while to spend adequately on functional literacy and non-formal education in relation to family planning. By doing so it is possible to improve the adoption of family planning practices from a mere 5.0 per cent to 15.0 per cent level.

There are several other such studies in India in different fields such as on health and nutrition, which prove the

1. *Disapproval of birth control measures*

Edueation level of wife	Percentage of husbands and wives disapproving birth control measures
(*i*) Illiterate	40.5
(*ii*) Gone to primary school	23.0
(*iii*) Gone to secondary school	14.3
(*iv*) Gone to college	6.4
(*v*) All levels	40.7

importance of functional literacy and non-formal education. The provision of various facilities and extension services whether it is for agricultural improvement or family planning or health and nutrition, or any other development programme, can make a certain impact even without functional literacy programmes. But if the impact is to reach all sections of the community and the full benefits of the developmental efforts are to be realised, this can be achieved only through an educational effort which aims at motivating the individuals concerned and providing them with the requisite competence.

The question of motivation is looked at from many different angles by psychologists, economists and administrators, sociologists and anthropologists. These many ways of looking at motivation or demand-creation for development only indicate the complexity of the problem. It is the failure to take fully into account this aspect of demand-creation which has often been responsible in the past for the lack of full realisation of anticipated benefits from various programmes. As the infrastructure for development have already been created in many sectors and regions, and as these facilities can optimally be utilised through sufficient demand creation, adult education offers a unique opportunity for significant economic development in the coming decades.

3. Adult Education and Staffing

The staff concerned with adult education programmes will, of necessity, be full-time as well as part-time, paid as well as voluntary. A system of identification and recruitment will have to be worked out. For example, in forming the peer-groups, for organising mass programmes for 15-25 age-groups, the work of identification will have to be entrusted to local leadership, field government functionaries as well as youth organisers. The identification of the latter will, therefore, be of primary importance. The qualifications for recruitment will

have to be devised with skill, imagination, and vision. In some cases dominant consideration will be technical background and training, but in others, it would be commitment to the cause of adult education.

Conditions of Work : In keeping with the policy of integration of adult education programmes with other connected programmes, particularly education, it might be advisable not to create a large isolated cadre but to make it a part of the general cadres. An exception will naturally have to be made where there is need for professionals and specialists.

Training : Like all other aspects of staffing, training will also have to be related to the programme needs. A few general categories could perhaps be described :

(i) *Part-time workers :* In each of the important schemes, there is a large component of persons who will do adult education work on part-time basis. It is indeed difficult to think of any large field programme which would not have a substantial number of part-time adult educators. The training of such persons will have to be adequate, though the demands to be made on them may have to be limited. The emphasis in this training should be on adult psychology, and educational methodology most suited for the programme concerned.

(ii) *Participants and collaborators :* There would be persons who will not work even on regular part-time basis but will contribute to the programme by demonstrating their commitment to it and by securing the involvement of all persons under their influence. The most important illustrations in this category are the political leaders and persons associated with Panchayati Raj institutions. The training

programmes for this category will aim at securing their complete commitment to adult education.

(iii) *Specialists and technical personnel :* In almost every programme there will be emphasis on diversification, persons involved in adult education will be drawn from different professions, specialities, socio-political environment, etc. or there may be technical personnel needing orientation. For example, in satellite communication, training will have to be designed for a large category of technical personnel from repair mistry who would ensure that all sets are in working order, to senior engineers responsible for organising the satellite communication system in such a manner that it has the best communication results. Moreover, in most programmes of adult education, content of the course will be important and specialists will need to be suitably oriented for adult education work.

(iv) *Primary level adult educator :* Evaluation of almost all programmes conducted so far has shown that inadequate training of the primary adult educator was one of the main factors in unsatisfactory achievement. Being the full-time field worker, the training of this category is of the greatest importance. It is this person, the person in charge of a teleclub, a Coordinator of the Nehru Yuvak Kendra or Functional Literacy Instructor on whom the successful implementation of programme depends.

(v) *Supervisory staff and trainers of primary level workers :* This is again a very important category. Proper training of the trainers is the key to successful training of the primary level workers. Moreover, even the well-trained primary level workers tend to

show low achievements in the absence of supervision. Social Education Organisers' Training Centres having been abolished, it might become necessary to make adequate arrangements for training exclusively for this category of personnel.

(vi) *Government functionaries :* The concept of life-long continuing education implies that even the most highly educated persons should make the necessary effort to participate in a learning process to renew their knowledge and to up-date their information. It may be only a seminar or an educational tour, but the senior functionaries in the State and Central Governments should expose themselves to new ideas and developments. Further, it is almost certain that most persons connected with implementation of educational programmes are not fully acquainted with the implications of the new strategy of adult education adopted by the Government of India. The Regional Institute of Educational Planning and Administration is well-equipped to impart such training. Institutes of public administration, universities and other institutions can also contribute to the training of the administrative personnel.

(vii) *Full-time professionals :* Adult education is fast becoming a profession and a discipline, and some universities in India offer courses for such professionals. The Directorate of Adult Education is also equipped to organise courses for such persons.

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IN CONCLUSION

In all the thinking about adult education that is now emerging in India, two points seem to stand out :

The first is the realisation that our exclusive emphasis in the past on the formal system of full-time institutional instruction has to be broadened. Stress is, therefore, being laid on continuing education which will be of direct relevance and use to the individual concerned. This is probably best expressed in the words of our Prime Minister, Smt. Indira Gandhi, who said, "No doubt there is need for good institutions, for good schools and colleges and universities, but education is not something that is confined to the class room..... One is learning continuously from what is happening to one or around one, from the people with whom one is mixing, from the books one is reading; and even from the events of the world which may take place far away. And it is this ability to learn which is true education..... Whether you are in the factory, whether you are working in the field, education must continue. It is no use your learning something if it is going to be locked up in yourself. It should be used for a purpose."

But how will this meaningful and continuing education be provided for all ? The intention is that this task will be attempted by suitably modifying the existing formal system itself. The existing system of education is almost exclusively formal and relies mainly on full-time institutional instruction at all stages. This leads to several major weaknesses. It can be availed of only by the non-working population, whether children, youth or adults, and the needs of the working population are almost totally neglected. It divides life into two watertight compartments—one being of full-time education and no work, and the other full-time work and no education, instead of expecting an individual to participate in work and educate

himself throughout his life..... We have, therefore, to take steps to create an integrated form of a national educational system in which all three channels of instruction—full-time institutional, part-time institutional and non-institutional self-study—are properly developed at all stages and for all sections of society.

The Directorate of Adult Education is the academic and technical wing of the Ministry of Education and Social Welfare in respect of matters relating to non-formal youth and adult education at the all-India level. It assists in the formulation, implementation, coordination and evaluation of programmes initiated by the Government of India.

The main functions of the Directorate are

- Training and orientation
- Production of learning materials
- Surveys and studies
- Documentation and clearing house functions
- Experimentation and innovation
- Promotional activities
- Consultative and advisory services
- Forum for pooling of experiences and exchange of ideas

The major on-going programmes are

- Farmers Functional Literacy Project
- Non-formal Education Programme for the age-group 15—25
- Assist in Nehru Youvak Kendras Programme
- Polyvalent Adult Education in urban areas
- Workers Social Education Institutes in urban areas
- Training and orientation of key personnel in adult education and youth work
- Documentation services to national agencies

Further enquiries may be made to the

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